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Culture of peace

Implementation of the Declaration of Principles on Tolerance and the Follow-up Plan of Action for the United Nations Year for Tolerance (1998-2000)

Note by the Secretary-General**

The Secretary-General has the honour to transmit the report of the Director-General of the United Nations Educational, Scientific and Cultural Organization on progress made in the implementation of the Declaration of Principles on Tolerance and the Follow-up Plan of Action for the United Nations Year for Tolerance, submitted pursuant to General Assembly resolution 53/151 of 9 December 1998.

* A/55/150.

** The report was received from the United Nations Educational, Scientific and Cultural Organization on 24 August 2000.

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Report of the Director-General of UNESCO on the implementation of the Declaration of Principles on Tolerance and the Follow-up Plan of Action for the United Nations Year for Tolerance

1998-2000

I. Introduction

1. The United Nations Year for Tolerance was celebrated in 1995, on the initiative of the United Nations Educational, Scientific and Cultural Organization (UNESCO). This led to the adoption of the Declaration of Principles on Tolerance, the proclamation of the International Day for Tolerance (16 November) and the creation of regional networks for the promotion of tolerance, non-violence and solidarity. The United Nations General Assembly widely endorsed the action taken and, in resolution 51/95 of 12 December 1996, requested UNESCO to make reports available to the General Assembly on a biennial basis on the implementation of the Declaration of Principles and the Follow-up Plan of Action.

2. The role of UNESCO as lead United Nations agency in the promotion of tolerance and non-violence — a role consistent with its mission of founding peace upon the intellectual and moral solidarity of peoples — was confirmed by General Assembly resolution 53/151 of 9 December 1998. The Assembly welcomed the role played by the United Nations Educational, Scientific and Cultural Organization in the implementation of the Follow-up Plan of Action for the United Nations Year for Tolerance and requested it to continue to be the lead United Nations agency in the promotion of tolerance and non-violence and to include in its report on a culture of peace, to be submitted to the Millennium Assembly, information on the progress made in the implementation of the Follow-up Plan of Action for the United Nations Year for Tolerance.

1. Main themes of the Plan of Action

3. The overall objective of the programme of the Plan of Action is to educate, inform and empower individuals to assume the responsibilities of dialogue, mutual respect, toleration and non-violence, and to encourage pluralism and tolerance in the policies of Member States.[1] It is aimed, in particular, at young people. Its main themes are education, awareness-raising and also monitoring and research through networks, in cooperation with UNESCO Chairs. Emphasis will be placed on constructing and using practical and concrete tools for problem-solving. Celebration of the International Day for Tolerance, promotion of the Declaration of Principles on Tolerance and the regional networks for the promotion of tolerance, non-violence and solidarity are key elements of the follow-up.

2. Type of activities carried out by UNESCO

4. Awareness-raising and mobilization:

(a) International Day for Tolerance (16 November): this is a decisive occasion for mobilizing young people and public opinion in Member States through educational activities and information campaigns in the media;

(b) Declaration of Principles on Tolerance: promoting this declaration, the first international standard-setting tool in its field, is essential in order to generate greater support for the principles of tolerance and non-violence and to facilitate their implementation, inter alia, through educational programmes;

(c) Prizes (UNESCO Prize for Peace Education and UNESCO Madanjeet Singh Prize for the Promotion of Tolerance and Non-Violence): have a big impact at the international level;

(d) Publications: textbooks, brochures, posters, audio-visual materials and books (new collection "classics of tolerance");

(e) Participation of the media in the awarding of prizes and in round tables and conferences.

5. Research, policies and standard-setting activities:

(a) Regional networks for the promotion of tolerance and non-violence: these play a decisive role

inasmuch as they help to advance social science research into the sources of intolerance and to recommend effective countermeasures;

(b) Meetings and discussions: these encourage contacts with the actors of international society and civil societies, particularly educators, and contribute to the preparation of preventive policies to combat intolerance and discrimination.

3. Content

6. The themes of these activities, which are centred around dialogue, mutual understanding and the prevention of violence, cover a vast area. Tolerance is linked, as a matter of priority, with: intercultural and intercommunity dialogue; the fight against discrimination, xenophobia and racism; promotion of democracy and pluralism; peace education; human rights education; the contribution of the different religions to the culture of peace; and the role of arts and sports in building an ethic of tolerance.

7. The sharp rise in violence is one of the major problems of today; it concerns the United Nations system as a whole and UNESCO in particular, for the latter has been given the mandate to help found peace upon the intellectual and moral solidarity of mankind. The international community is becoming increasingly concerned at the spread of violence and anxious to provide concrete solutions, as demonstrated, inter alia, by the themes selected for the international years proclaimed by the United Nations on the threshold of this century — not only the International Year for the Culture of Peace (2000), proclaimed at the suggestion of UNESCO, but also the Year of Dialogue among Civilizations (2001) and the International Year of Mobilization against Racism, Racial Discrimination, Xenophobia and Related Intolerance (2001). UNESCO will play a central role in these themes for 2001.

8. The diversity and scope of the activities and plans carried out and launched by UNESCO between 1998 and 2000 underscore the value that the international community attaches to tolerance as a dynamic principle of cultural diversity, dialogue and peace and confirm that tolerance is called on to become a priority theme in the activities of the United Nations system.

II. Observance of the third International Day for Tolerance throughout the world (1998)

9. The Togolese Federation of UNESCO Associations and Clubs organized a national two-week festival for tolerance, for the fourth year in a row, from 12 to 29 November 1998; this year the theme was human rights and tolerance. This event, which was attended by the Director-General of UNESCO, gave rise to numerous activities throughout the country: a theatre forum, days of reflection on human rights and tolerance, screenings of films on tolerance in educational institutions, sports events and drawing competitions with the awarding of prizes, solidarity picnics and various festive meetings relating to solidarity.

10. In Namibia, the UNESCO office in Windhoek organized, in collaboration with the Namibian National Commission for UNESCO, a series of activities for young people including a poetry, painting, photography and poster competition on the topic of tolerance in everyday life in Namibia; the best entries may be published. The "Culture of Care" programme launched on this occasion is to be implemented by the National Commission. Other activities included an exhibition of UNESCO publications, posters and audio-visual material dealing with tolerance and a reception for Government and non-governmental organizations representatives directly involved in the promotion of tolerance, journalists and the winners of the competitions.

11. In the United States of America, the Friends of the United Nations, a non-governmental organization established in 1989 to promote the principles and values set forth in the Charter of the United Nations, organized a full day of activities which included a workshop to train 500 heads of secondary establishments in peaceful conflict resolution, a lunch to honour various non-governmental organizations which work to promote tolerance and the awarding of the Global Tolerance Award.

12. This award, which was set up in 1998 by the Friends of the United Nations, is intended to honour people or institutions having made a significant contribution to help advance the implementation of the Follow-up Plan of Action for the United Nations Year for Tolerance (1995). This was the first time it was

awarded and it went to two non-governmental organizations in the United States, the Anti-Defamation League and the Southern Poverty Law Center, for their efforts to promote multicultural understanding, and to three individuals: the Moroccan author, Tahar Ben Jelloun, who has written a book, entitled *Racism Explained to my Daughter*, which has become a best-seller and which has been translated from French into some 15 languages; the American composer Mark A. Williams, whose song, *One Song, Many Voices*, was chosen by Friends of the United Nations as the theme for the International Day for Tolerance and for the millennium celebrations; and, lastly, the internationally known singer and performer Vanessa Williams.

Messages were read out to those attending from the Director-General of UNESCO on the occasion of the International Day for Tolerance and from Mrs. Mary Robinson, United Nations High Commissioner for Human Rights.

13. The UNESCO National Commission of the Republic of Macedonia has, inter alia, produced a set of four educational posters on tolerance in the Macedonian language.

14. Portugal organized the second round table on sports, tolerance and fair play, held on 19 and 20 November 1998, as part of a Council of Europe project. On that occasion, the heads of State and Government reaffirmed their goal of building a more tolerant and just society and recognized that sports could make a significant contribution as a "school for tolerance".

15. In early December, the Menorcan Island Council (Balearic Islands, Spain) held a "tolerance week" that included round tables, exhibits and concerts. A series of famous artists and celebrities participated.

16. On 12 December 1998 in Tunis, Tunisia, UNESCO and the Arab League Educational, Cultural and Scientific Organization (ALECSO) Club organized a Tunisian Tolerance Night 1998, a gala event at which many Tunisian singers performed, in honour of the International Day for Tolerance and the fiftieth anniversary of the Universal Declaration of Human Rights.

17. In Tajikistan, demonstrations were organized throughout the country in order to spread the message of tolerance through the media, exhibits, courses on peace and meetings with young people.

18. The Kuwait National UNESCO Commission has petitioned the authorities to have the International Day for Tolerance celebrated annually and to have the media help disseminate the principles of tolerance as the basis for peace on that day.

19. In India, the International Foundation for Human Development organized a series of educational activities in the schools to prepare students for the Day through individual projects (a statement in their regional language on their concept of tolerance) and cooperative projects. Groups of students decided to take action to promote tolerance throughout the school year. Prizes were awarded for the best projects. An announcement of the International Day for Tolerance and the International Year for the Culture of Peace appeared, as it had done the previous year, on the inside cover of the monthly magazine, *New Swatantra Times*.

20. In celebration of the International Day for Tolerance, the Democratic Republic of the Congo UNESCO National Commission published a brochure containing the Director-General's message and an essay on the need to publicize and implement the Declaration of Principles on Tolerance throughout the country.

21. The Democratic Republic of Sao Tome and Principe issued a long message on the occasion of the International Day for Tolerance and the UNESCO National Commission devoted a special issue of its newsletter, *Prisma*, to the theme of tolerance.

III. Celebration of the Fourth International Day for Tolerance in 1999

22. From 20 to 30 November 1999, the UNESCO Unit for Tolerance and Non-Violence organized the second International Film Festival against Exclusion and for Tolerance in Paris during the thirtieth session of the General Conference. Each of the 30 films shown was followed by a discussion with the audience, led by the producer or a specialist. With an audience of over 5,000, this educational awareness activity, which targeted the general public and young people, was a success. The Unit also organized an exhibit, "Faces and Gazes", at Headquarters in cooperation with the Paris student residence halls from 26 October to 17 November 1999. These photographs of student

residents from over 130 countries, taken by Mr. Manolo Laredo, were a tribute to cultural diversity and its creative richness.

23. On the occasion of the International Day for Tolerance, Mr. Kofi Annan, Secretary-General of the United Nations, issued a message. He stressed that "the struggle for tolerance is the struggle for humanity itself .... As greater parts of humanity encounter different cultures and races, either through travel or immigration, it becomes incumbent upon all of us to seek out and embrace what unites us, and not what divides us." He also explained that the United Nations would focus increasingly on tolerance: "As we enter a new century, the United Nations will place tolerance at the centre of all our efforts for peace and progress".

24. Some non-governmental organizations, especially the Da Capo Foundation and the Friends of the United Nations, held a lavish celebration of the International Day for Tolerance. On 15 November, the Da Capo Foundation organized and held a gala dinner at the Plaza Hotel in New York to host the 1999 Lifetime Achievement Peace and Tolerance Awards ceremony, in which seven international celebrities were honoured for their active commitment to peace, tolerance and social justice. The following day, at United Nations Headquarters in New York, these international celebrities presented the prizes (including university scholarships) to the seven young recipients of the 1999 Global Youth Peace and Tolerance Awards, which reward young people aged 15 and over for exceptional action to promote peace and tolerance in the media, the performing arts, fine art, literature, science, technology and social activism. This gesture from the older to the younger recipients symbolized the passing of the torch to a new generation to promote the values of tolerance. The festivities, which continued for three days, ended with the holding of an open forum for youth at the United Nations.

25. In India, the International Foundation for Human Development changed its tactics this year in order to promote the cause of tolerance not only in word but in deed. It sent many schools instructions and messages from UNESCO and the United Nations system on the principles of tolerance and the implementation thereof. The objective, which was achieved in several schools, was to involve students, parents and teachers simultaneously in the implementation of fairly long projects to encourage tolerance and, by so doing, to promote tolerance education from primary school on.

26. Ukraine organized a Tolerance Week in the universities, institutes and schools working within the framework of UNESCO-associated schools. The week opened with a lecture, on the theory and practice of teaching tolerance, which was attended by members of the Government and diplomatic missions, representatives of non-governmental organizations and intellectuals. An exhibit of children's drawings, round tables and other public debates were held in various institutions with UNESCO Chairs.

27. At the request of the Austrian Government, the Austrian Intercultural Centre organized a project entitled "Youth Working for Tolerance". Some 50 young people from all over the world attended five days of seminars on the theme of tolerance and the peaceful resolution of disputes. The results of the last day, which was declared Tolerance Day, were broadcast on the Internet and on television.

28. In the Islamic Republic of Iran, the Day was celebrated with various ceremonies and round tables at universities, research institutes and cultural centres, in which media heads and journalists participated. The Director-General's message on tolerance was translated and published in Persian.

29. As part of its international network, Education for Democracy, Human Rights and Tolerance, which includes non-governmental organizations from seven countries, and in cooperation with the University of Munich, the Bertelsmann Foundation organized a panel discussion involving educators and politicians in order to promote the development of a democratic culture of tolerance.

30. In Venezuela, several days of activities are carried out in celebration of the Day, in a different city each year, in connection with the nation's UNESCO centres and clubs. These activities are intended primarily for young people. From 26 to 28 November 1999, four "national tolerance days" were celebrated in Barinas. The flags of tolerance were flown and many events were held, including plays, dances, concerts, videos, exhibits of children's paintings, crafts, a "tolerance Mass", a lecture on tolerance and a meeting with artists, poets and teachers.

31. In Turkey, the International Day for Tolerance falls during "Atatürk week". On that occasion, the Ministry of Education sponsored a series of activities in the schools and universities, including class discussions; meetings and lectures; plays; painting,

poetry and drawing contests; and illustrated posters on the theme of tolerance and brotherhood.

32. In Azerbaijan, a number of activities marked the Day. The President of the Republic received leaders of the three main religions (Islam, Christianity and Judaism). Meetings were held in secondary schools in a number of towns, as were exhibitions of works of art made by children. Articles on the principles of tolerance were published in the press.

33. In the Democratic Republic of the Congo, the Mutualité des Jacobins sages, a non-governmental organization based in Uvira, organized a day for widespread mobilization in favour of education for tolerance, peace and solidarity in a region which had been made unstable by inter-ethnic turmoil. This observance, which involved schoolchildren, political leaders, members of the armed forces, the clergy and actors from civil society, opened with a moment of meditation, continued with a cultural presentation by the "friends of peace" and a poetry competition on the theme of tolerance, and ended with a round-table discussion on the topic "Tolerance: The threshold of peace".

IV. UNESCO prizes

1998

34. The 1998 UNESCO-Madanjeet Singh Prize for the Promotion of Tolerance and Non-Violence (biennial) was awarded for the second time on 16 November (the International Day for Tolerance) at a ceremony held at UNESCO headquarters. The prize went to two winners: the Joint Action Committee for People's Rights (Pakistan), an informal coalition of individuals and 30 non-governmental organizations working for the promotion of women's rights and religious tolerance and against the nuclear arms race; and Mr. Narayan Desai (India), a longtime advocate of peace education, who has founded training centres for young people and a group of volunteers for non-violence known as the "Shanti Sena" ("Peace Brigade").

35. The 1998 UNESCO Prize for Peace Education (annual) went to the independent volunteer organization Educators for Peace and Mutual Understanding (Ukraine), which, inter alia, trains teachers at all levels to transmit the ideals of peace, human rights and the rights of the child. Three other non-governmental organizations received honourable mentions: the *Fridtjof Nansen Academy* (Norway), which promotes human dignity and human rights; the World Court Project (Aotearoa, New Zealand), whose members are active partisans of nuclear disarmament; and *Ulpan Akiva Netanya* (Israel), which helps to promote intercultural dialogue through the teaching of languages and traditions.

1999

36. The 1999 UNESCO Prize for Peace Education was given to the Association of the Mothers of the Plaza de Mayo (Argentina), an ethical movement that has used non-violent means to fight for human rights, justice and peace since 1977. Three honourable mentions were received, respectively, by Ms. Irène Drolet, a Canadian teacher who trains her primary-school pupils to participate in democratic life; the Tübingen Association for Peace Education (Germany), which focuses on strengthening the role of citizens in monitoring public opinion; and the Congregation of the Daughters of Mary Help of Christians (Angola), which works actively to ensure the continued access of young people and women to education in that African country.

V. Awareness-raising activities

37. A number of activities have helped to strengthen UNESCO action in the area of tolerance: the Third International Meeting on the Audio-Visual Testimony of Survivors of Concentration and Extermination Camps (Brussels, June 1998), the International Conference on Tolerance, Human Rights and Freedom of the Press (Moscow, November 1998) and the "Meeting for Friendship Among Peoples", which focused on the issue of human cloning (Rimini, Italy, August 1998).

38. With a view to establishing, in Algiers, a centre for study and research on contemporary forms of violence and for the promotion of a culture of peace, close contacts were established with the Algerian authorities in the course of four meetings, three of which were held in 1998 in Algiers, Geneva and Constantine. Despite the close cooperation between UNESCO and the World Health Organization (WHO), on the one hand, and the Algerian public health authorities, on the other, the project could not be implemented because of difficulties arising from Algeria's socio-political circumstances.

39. The Raoul Wallenberg International Movement for Humanity, based in Montreal, Canada, launched a project to introduce into the educational system, for pupils completing primary school, a one-hour programme on tolerance and on the dangers of discrimination, using the example of Raoul Wallenberg, a young diplomat posted in Hungary during the Second World War who risked his life to save tens of thousands of people of various nationalities, religions and cultures. This project will include a travelling exhibition on his life and activities, slides and a videotape, a discussion led by a specialized teacher and an educational game entitled "If I were Raoul ...".

40. The Declaration of Principles on Tolerance has been translated into many languages and disseminated more widely. With its publication in Finnish, there are now 25 language versions of it as at 28 March 2000. In the Islamic Republic of Iran, the Declaration has been translated into Farsi, published and distributed, along with the Follow-up Plan of Action for the United Nations Year for Tolerance and some UNESCO publications on tolerance. In the Democratic Republic of the Congo, the National Commission for UNESCO has launched a campaign to disseminate translations of the Declaration in four local languages: Lingala, Kiswahili, Kikongo and Tshiluba. In India, extracts from the Declaration have been translated into some of the country's official languages: Hindi, Telugu and Malayalam. In Uzbekistan, the Declaration has been translated and published in Uzbek. In Lithuania, the Declaration has been translated and disseminated in Lithuanian.

41. In Hungary, a UNESCO Chair on minorities has been established at the University of Budapest, in the context of the Declaration and Plan of Action, to educate students under a programme of study on ethnic groups and minorities and to carry out research in this field.

42. Brazil has incorporated the principles of tolerance into its national human rights programme, which includes measures to promote tolerance of the differences between and the specific features of individuals and sociocultural groups.

43. The Government of the Republic of Colombia, in order to expand the teaching of tolerance in its educational system, has made use of *Tolerance: The Threshold of Peace*. This three-volume UNESCO publication is intended for teachers, but also for teacher trainers, community leaders, parents and social workers; in other words, for all those whose educational mission can help lead society to the "threshold of peace".

44. The Unit for Tolerance and Non-Violence, in collaboration with the World Centre for Peace in Verdun, France, organized, at UNESCO headquarters in Paris, a visit by the "Bosnian International Peace Class" on 7 May 1999. The class consisted of some 20 young Bosnians from the three communities and nearly 100 other young Europeans (from Germany, Romania and France). The Centre's aim is to bring mutually hostile groups from countries plagued by war or civil strife to talk to each other, in a series of meetings over several days, so as to understand one another better. The discussion in which they participated at UNESCO had the theme "How can we live together?" and was accompanied by a screening of *Message for the Year 2000*, a film on sports, tolerance and human rights, which was produced at the initiative of UNESCO for the fiftieth anniversary of the Universal Declaration of Human Rights.

45. The Gandhi Television Centre for Communication and Peace is the audio-visual production department of the United Nations University for Peace. It has launched a pilot campaign to promote harmonious coexistence, tolerance and a culture of peace in Colombia, consisting of a series of television spots, reports and documentaries.

46. In Chile, the National Commission for UNESCO has distributed posters in Spanish on the subject of tolerance. In addition, the University of Chile has proposed a UNESCO Chair on the theme "Addressing violence: a multidisciplinary challenge", the aims of which include the establishment of assistance and treatment centres for victims and perpetrators of violence in Chile, Latin America and Europe.

47. In Mexico, the Ministry of the Interior has included on its Internet site a selection of the documentation posted on the site of the UNESCO Unit for Tolerance and Non-Violence.

VI. Publications

48. In 1999, UNESCO launched its "Classics of Tolerance" collection with the publication of *Penser la non-violence* by Ramin Jahanbegloo, which concerns

the history and philosophy of non-violence as a dynamic principle of contemporary democracy. In 2000, this work was translated into Farsi. An English version is planned.

49. On the initiative of the Ukrainian National Commission for UNESCO and in the context of the International Day for Tolerance, an educational awareness-raising magazine on the teaching of tolerance was launched in 1998 in Ukraine. Four issues have already appeared, an appeal to the teachers of Ukraine emphasizes the crucial place that must be given to tolerance education, both at home and in school, and proposes to introduce, in consultation with the political authorities, a series of concrete measures and actions.

50. The Canadian Commission for UNESCO has asked the Unit for Tolerance and Non-Violence for 200 copies of the brochure "Ten Ideas for observing the International Day for Tolerance".

51. The joint programme commission Education for Human Rights and Tolerance, in which non-governmental organizations working with UNESCO participate, issued the document "Living together with our differences" in 1998, as part of the follow-up to the United Nations Year for Tolerance.

VII. Media: printed and audio-visual media

52. In an article, entitled "Les droits de l'homme, trame de notre existence" (Human rights, the fabric of our lives), published in *Le Monde* on 9 December 1999, the Secretary-General of the United Nations, Mr. Kofi Annan, spoke of the Declaration of Principles on Tolerance and the Follow-up Plan of Action for the United Nations Year for Tolerance and stressed how vital tolerance is, saying that, without it, all human rights are doomed to remain a dead letter. He went on to say that tolerance is the foundation of civil society and peace and that it enables us to see diverse cultures not as an obstacle to respect for human rights or, what would be even worse, as a justification for the violations committed, but as a source of enrichment for us all.

53. In the Russian Federation, Moscow television "TV Centre" organized a show for the International Day for Tolerance with the participation of the UNESCO office in Moscow; some 100 cities were involved.

54. The ceremony for the awarding of the UNESCO Madanjeet Singh Prize for the promotion of Tolerance and Non-Violence 1998 was rebroadcast on 20 December 1998 by CNN on its *World Report Sunday* news programme.

55. The ceremony for the awarding of the UNESCO Prize for Peace Education 1999 was widely covered by the media. On 23 December 1999, it was broadcast on CNN *World Report* and reached close to 85 million homes in Europe. In Germany, *Rund Brief*, the review of the Tubingen Association for Peace Education, also devoted considerable attention to the prize and to the fact that the association had received an honourable mention. In Canada, Radio Canada International disseminated for one week, including on the Internet, the speech delivered at UNESCO by Ms. Irène Drolet, a Quebec schoolteacher, who also received an honourable mention.

56. In Venezuela, articles reporting the success of the fourth national day for tolerance were published in three daily newspapers.

VIII. Regional networks to promote tolerance, non-violence and solidarity

57. The second meeting of the Mediterranean-Black Sea regional network to promote tolerance, non-violence and solidarity took place just at the end of the Kosovo war (Primorsko, Bulgaria, 17-21 June 1999). An appeal for tolerance, democracy and pluralism, the Primorsko appeal was unanimously adopted by the 30 or so participants (Albania, Azerbaijan, Bulgaria, Republic of Moldova, Romania, Russian Federation, The former Yugoslav Republic of Macedonia). It expressed the support of the intellectuals and university scholars who had gathered on that occasion for the United Nations system. It recalled that education is the basic tool for instilling the values of tolerance, dialogue, non-violence and mutual understanding and that such education must be multilingual and multicultural. Suggestions were made for a series of specific projects to rebuild peace in the Balkans, one being the organization of a summer school for persons working with young people and the creation of a regional centre for tolerance, which would be open to

young people from various countries; both the summer school and the centre would be based at Primorsko.

58. In Brazil, in the context of the Latin American and Caribbean regional framework to promote tolerance, non-violence and solidarity, a "citizenship room devoted to activities related to tolerance, coexistence and human rights" was inaugurated in the old city of São Paolo.

59. The second meeting of the Latin American and Caribbean regional network to promote tolerance, non-violence and solidarity will be held in Santo Domingo, Dominican Republic, in October 2000.

IX. Meetings and discussions

60. A colloquium on dialogue and education for tolerance and peace, a challenge for the twenty-first century, was organized by the International Association of Educators for World Peace at UNESCO headquarters from 22 to 24 April 1999. It was followed by other meetings on the same theme in Milan, Madrid and Warsaw.

61. Every year the French association Harambé organizes a jazz festival in honour of Martin Luther King. On 22 January 2000, it organized a discussion on tolerance as part of its cultural activities to raise awareness of tolerance and xenophobia with documents provided by the UNESCO Unit for Tolerance and Non-Violence.

62. In Montreal, Canada, a week of action to combat racism was held from 20 to 26 March 2000 coinciding with the International Day for the Elimination of Racial Discrimination (21 March), to increase awareness of the need for solidarity, tolerance and equality for all. The films and videos shown were those presented at the second UNESCO international film festival against exclusion and for tolerance (which took place at headquarters in November 1999).

63. UNESCO supported a conference organized in Cyprus from 7 to 9 April 2000 by the non-governmental organization Seeds of Peace on the theme "to teach tolerance in classrooms". The Israeli Minister of Education, Mr. Yossi Sand, and the Deputy Minister of International Cooperation of the Palestinian Authority, Mr. Anis Al-Qaq, were present.

64. As part of the International Year for the Culture of Peace, a one-day meeting on "the spirit of tolerance or a certain conception of man" was organized by the Cercle Amadou Hampâté Bâ, in June 2000 at UNESCO headquarters.

65. A meeting organized by UNESCO on dialogue between religions and tolerance is scheduled to take place in September 2000, in the Balkans at Primorsko.

X. Miscellaneous

66. In Israel, the Centre for Tolerance Education opened in Jerusalem, in July 1998, with a two-day conference (13-14 July) on "Human Dignity: the Right to be Respected and the Obligation to Show Respect". The Centre seeks to promote new educational models, to bring the various individuals or groups involved in tolerance education together and to promote coexistence between Jews and Arabs in Israeli society. A second conference, on young people in the year 2000 and ways to encourage a climate of education and respect in a changing society, was held on 27 and 28 July 1999.

67. In Tunisia, Place de la Tolérance was inaugurated in Tunis, on 10 December 1998. The flags of tolerance were raised and will remain there permanently.

68. A ceremony in memory of Yitzhak Rabin was held in the square de la Tolérance, at UNESCO headquarters in Paris, on 4 November 1999.

69. UNESCO lent its support to an initiative in 1998 by Jeunesses musicales d'Israel to create a world musical network which seeks to promote tolerance and dialogue especially among young people.

70. The Spanish action group Manifesto of 2 January 1492, which was established in 1995, is trying to turn 2 January, the anniversary of the taking of Granada by the Catholic Monarchs — which signalled the end of peaceful coexistence between Christians, Jews and Muslims — into a celebration of tolerance. The group established the Granada open to tolerance prize and decided to award it, in 2000, to Mr. Federico Mayor, former Director-General of UNESCO, for his efforts, as head of UNESCO, to protect minorities and encourage solidarity among peoples.

71. In the Russian Federation, a programme on tolerance and prevention of extremism in Russian society was launched on 31 December 1999 by President Vladimir Putin. The programme seeks to help establish rules, values and practices based on tolerance

and non-violence in a democratic, multi-ethnic and multi-religious Russian society.

72. At the suggestion of the Romanian National Commission for UNESCO, the Director-General of UNESCO approved the creation of the Corneliu Coposu Prize for inter-ethnic and inter-denominational tolerance for Central and Eastern Europe. It was awarded, in 1998, to Professor Cesare Alzati of the University of Pisa.

73. In the Republic of Moldova, the non-governmental organization Intercultural Dialogue plans to print UNESCO tolerance posters in 2000 as part of its efforts to increase awareness of tolerance and mutual understanding in a society in transition.

Notes

[1] A/51/201, appendix I, Part III, para. 8.